DOCUMENT RESUME

ED 030 619 SP 002 846

Individualizing Instruction: A Selected Bibliography. The I/D/E/A Bibliography Series.
Institute for Development of Educational Activities, Dayton, Ohio.
Pub Date 68
Note-23p.
Available from-Informational Services Division, I/D/E/A, Box 446, Melbourne, Florida 32901 (Single copies, $1.00, discounts on quantity orders)
EDRS Price MF-$0.25 HC-$1.25
Descriptors-Annotated Bibliographies, *Bibliographies, Educational Strategies, *Individualized Instruction

This bibliography (partially annotated) lists 206 magazine articles, films, books, and pamphlets on individualizing instruction. Two sections pertain specifically to individualized instruction in various subject areas and to tactics and strategies for individualizing instruction--nongrading and continuous progress; grouping, flexible scheduling, and team teaching; and computer-assisted and programed instruction. (LP)

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INDIVIDUALIZING INSTRUCTION

A SELECTED BIBLIOGRAPHY

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PREFACE

This bibliography has been arranged in four sections. Part I gives an overview of individualized instruction in which books and pamphlets are annotated, and magazine articles are not. Materials on independent study are included in this section. Part II lists materials on individualizing in the various subject areas, arranged by subject area. Part III is a compilation related to tactics and strategies for individualizing instruction, which includes nongrading and continuous progress; grouping, flexible scheduling, and team teaching; computer-assisted and programmed instruction. Part IV lists films.

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| I | D | E | A |
July 1968

Part I. GENERAL REFERENCES

BOOKS AND PAMPHLETS

Alexander, William M., ed. **The Changing Secondary School Curriculum; Readings.** New York: Holt, Rinehart and Winston, Inc., 1967.

Galen Saylor writes on "What Changes in School Organization Will Produce Better Learning Opportunities for Individual Students?" and Chapter 10 is devoted to "Provisions for Individual Differences."

Alexander, William M. and Hines, Vynce A. **Independent Study in Secondary Schools.** New York: Holt, Rinehart and Winston, Inc., 1968.

Describes characteristics of independent study, as surveyed in selected schools, looking at achievement of pupils, spread of practices, and reaction of participants. Teacher skills, facilities, problems, and values involved are considered.

Almy, Millie. **Young Children's Thinking: Studies of Some Aspects of Piaget's Theory.** New York: Bureau of Publications, Teachers College Press, Columbia University, 1966.

A longitudinal study of children's thinking in which 65 children were studied successively in kindergarten and first and second grades. Replicates some of the lines of investigation used in Piaget's classical studies to study effects of classroom experience on the young child's thinking about natural phenomena. Findings imply that the teacher who has mastered Piaget's techniques will become more diagnostic and much more skillful in pacing instruction to the individual child's apparent maturity and rate of learning.

American Association of School Administrators. **A Climate for Individuality.** Statement of the Joint Project on the Individual and the School. Washington, D. C.: the Association, a department of the National Education Association, 1965.

Significant pamphlet which indicates there is a vast difference between "nurturing individuality" and "taking care of individual differences." Makes a case for American commitment to the individual human being in support of providing conditions of a climate that stimulates everybody's growth. Summary chapter offers concise guideposts for school and community which may be helpful as a checklist in self-evaluation.

Anderson, Robert H. **Teaching in A World of Change.** New York: Harcourt, Brace and World, Inc., 1966.

As basis for discussion, Anderson presents a three-sided view of teaching: pedagogy, knowledge, identification. An overview of the organization of schools is followed by specifics on theory and practice in the nongraded school and in team teaching. Paraprofessionals, the changing American school house, and the library-centered school are also discussed.

Association for Supervision and Curriculum Development. **Human Variability and Learning: Papers and Reports.** Fifth Curriculum Research Institute, Ed. by Walter B. Waetjen. Washington, D. C.: the Association, a department of the National Education Association, 1961.

George Denemark's introduction notes two ways of looking at human variability: as the source of problems which one should seek to eliminate, and as an important resource

which should be utilized most effectively. Six areas of differences are discussed: perception among individuals; types of intelligence; maturity level; rate of maturation; societal demands; and objectives for learning among both teachers and students.

_____ **Individualizing Instruction.** 1964 Yearbook, Ed. by Ronald C. Doll. Washington, D. C.: the Association, a department of the National Education Association, 1964.

Treats the topic from the standpoint of discovery and release of potential in learners. Emphasizes the necessity for a close pupil-teacher relationship rather than organizational aspects of classroom or school.

_____ **Nurturing Individual Potential: Papers and Reports.** Seventh Curriculum Research Institute, Ed. by A. H. Passow. Washington, D. C.: the Association, a department of the National Education Association, 1964.

Presentations draw on psychology, psychiatry, and sociology to examine aspects of factors affecting the nurturing of individual potential. Passow discusses common threads: 1) each learner's uniqueness affects his interaction with teacher, peers, and curriculum and this interaction affects in turn, the total experience of the student and the extent to which he develops his potential; 2) some aspects have not been explored thoroughly in program planning and must be considered: teacher's behavior and its consequence in terms of students' motivation, processes of creativity, teaching style, developing different kinds of intellectual abilities; 3) many sources of talent potential are still untapped or inadequately developed; 4) the complexity of interacting forces which throttle or unleash individual potential.

Bassett, G. W. **Each One Is Different; Teaching For Individual Differences In the Primary School.** Armidale, New South Wales 2351: Australian Council for Educational Research, University of New England, 1963.

A conference report which summarizes much of the thinking that has been done on individualization of instruction, the nongraded school, and ability grouping.

Beggs, David W., III, and Buffie, Edward G., eds. **Independent Study: Bold New Venture.** Bloomington: Indiana University Press, 1965.

Describes successful independent study practices and the nature of independent study, the goals of self-assumed learning activities, and the ways schools can organize to initiate a program. Chapters 3-6 make liberal references to specific school programs. Chapter 12, "The Administrator's Role," will help the school principal who wishes to foster change.

Bruner, Jerome, ed. **Learning about Learning: A Conference Report.** Washington, D. C.: U. S. Office of Education, 1966.

Especially pertinent is Chapter 1 on inducing a child to learn and sustaining his attention, with contributions by Robert Sears, Jerome Kagan, Pauline Sears.

Darrow, Helen F. and Allen, R. V. **Independent Activities for Creative Learning.** New York: Bureau of Publications, Teachers College Press, Columbia University, 1961.

No. 21 of the series, Practical Suggestions for Teaching, encourages independent study to satisfy the child's interests and requires that he make his own choices from a variety of interest centers.

Educational Testing Service. **New Approaches to Individualizing Instruction.** A Report of a Conference. Princeton, N. J.: the Service, 1965.

John I. Goodlad's presentation "Diagnosis and Prescription in Educational Practice" indicates how teachers are hamstrung in providing for individual children by limiting factors–expectations for schooling, the institutional curriculum, and school organization. Crutchfield, on creativity, advances three reasons for increased demand for individual instruction–pedagogical, motivational, and social.

Fantini, Mario D. and Weinstein, Gerald. **Toward a Contact Curriculum.** New York: Anti-Defamation League of B'nai B'rith (Book Department, 315 Lexington Avenue, New York 10016), 1967.

Attempts to move through a series of curricular approaches from rigid scheduling to flexible scheduling, from symbol-based curriculum to experience-based curriculum, from a horizontally programmed disjoint sequence to a vertical small-step sequence, from a past-and-future orientation to an immediate orientation, from a what curriculum to a why curriculum, from knowing to doing, and from extrinsic content to inner content.

Gagne, Robert M., ed. **Learning and Individual Differences.** A Symposium of the Learning Research and Development Center, University of Pittsburgh. Columbus, Ohio: Charles E. Merrill Books, 1967.

Chapter 2, "How Can Instruction Be Adapted to Individual Differences?" by Lee Cronbach, and John B. Carroll's discussion which follows are especially pertinent. Other chapters deal with styles of learning, and human capabilities related to success in learning different kinds of content.

Gleason, Gerald T., ed. **The Theory and Nature of Independent Learning.** Scranton, Penna.: International Textbook Co., 1967.

Six chapters include "Independent learning" by James Macdonald, "Learning research and its implications" by Robert Gagne, "Implications of motivation theory" by Pauline Sears, "A socio-anthropological view" by Dorothy Lee, "Technological developments" by Gerald Gleason, and "A phenomenological perspective" by Sidney Jourand.

Goodlad, John I. **School, Curriculum, and the Individual.** Waltham, Mass.: Blaisdell Publishing Co., 1966.

Brings together many of Goodlad's writings, including his thinking on instructional decisions which a teacher makes, the learner as a data-source for curriculum decisions, and school and classroom organization.

_____. **Some Propositions in Search of Schools.** Washington, D. C.: National Education Association, Department of Elementary School Principals, 1962.

Printed version of an address emphasizing need for pupil individuality. Places the nongraded school in perspective of goals of education.

Goodlad, John I. and Anderson, Robert H. **The Nongraded Elementary School.** Rev. ed. New York: Harcourt, Brace and World, Inc., 1963.

The definitive work in this area to date. Deals with a wide range of pupil abilities within a classroom, promotion and nonpromotion, the nongraded school in operation, reporting progress in such a school, and the steps in the establishment of nongraded schools. Proposes a curriculum organized vertically around fundamental concepts, principles, and modes of inquiry.

Heathers, Glen. "Guidelines for Reorganizing School, Classroom, and Curriculum." **Rational Planning in Curriculum and Instruction.** Washington, D. C.: National Education Association, Center for the Study of Instruction, 1967, pp. 63-86.

_____. "Individualizing Instruction and Title III, ESEA." **Catalyst for Change: A National Study of ESEA Title III (PACE).** Notes and Working Papers Concerning the Administration of Programs. Washington, D. C.: U. S. Office of Education, 1967, pp. 177-200.

Examines individualization as provided for in a sample of 43 proposals for Title III projects, and concludes that a majority of them lack "a working understanding of individualized instruction, and of how to plan and conduct programs designed to achieve it." States six recommendations.

Hillson, Maurie, ed. **Change and Innovation in Elementary School Organization: Selected Readings.** New York: Holt, Rinehart and Winston, Inc., 1965.

Selected readings concerning the current popular ideas for elementary school reorganization. Included are articles on ability or partial-ability grouping plans; departmentalization and limited-departmentalization plans; team teaching, coordinate and collaborative teaching; the dual progress plan, multigrade and multi-age grouping; and nongraded movement in the elementary school. Includes several Goodlad articles.

Holt, John. **How Children Fail.** New York: Dell Publishing Company, Inc., 1965.

A personal, intuitive, subjective documentary of a teacher who watches children being taught and decides "they fail to develop more than a tiny part of the tremendous capacity for learning, understanding, and creating with which they are born." Holt suggests schools in which each child can satisfy his curiosity in his own way, develop his talents, pursue his interests, and gain from his teachers an idea of the excitement and richness of life.

_____. **How Children Learn.** New York: Pitman Publishing Corp., 1967.

Illustrates the spontaneous ways in which children embrace knowledge before they enter schools where they "learn to be stupid." Holt's system: A teacher's role is to "give children as much help and guidance as they need and ask for, listen respectfully when they feel like talking, and then get out of their way."

Howes, Virgil M. et al. **Individualization of Instruction: A Search.** Los Angeles: Educational Inquiry (USUCLA Student Store, 308 Westwood Plaza, Los Angeles 90024), 1967.

Chapter 1, "Why Individualize Instruction?" by Robert Keuscher; Chapter 2, "Individualization as a Process and a Method," by Madeline Hunter; Chapter 3, "Modes of Individualizing Instruction," by Virgil Howes; Chapter 4, "Models of Individualized Instruction," by Louise Tyler.

_____. **Individualization of Instruction: Exploring Open-Structure.** Los Angeles: Educational Inquiry (ASUCLA Student Store, 308 Westwood Plaza, Los Angeles 90024), 1968.

Helen Darrow, Louise Tyler, Robert Keuscher, and Virgil Howes probe, in depth, one model of individualized instruction—the open-structure learning environment. Focuses

on self-direction, self-responsibility, and learner autonomy in the schooling phase of education.

Hunter, Madeline. **Motivation Theory for Teachers.** El Segundo, Calif.: TIP Publications (P. O. Box 514, El Segundo 90245), 1967.

_____. **Reinforcement Theory for Teachers.** El Segundo, Calif.: TIP Publications (P. O. Box 514, El Segundo 90245), 1967.

_____. **Retention Theory for Teachers.** El Segundo, Calif.: TIP Publications (P. O. Box 514, El Segundo 90245), 1967.

Programmed texts on the application of psychological research in the fields of motivation, reinforcement, and retention theory, translated into a form usable by classroom teachers in the daily teaching act.

Individualized Instruction Association. **Individualized Instruction and the Grouping of Pupils.** Sixth Annual Conference hosted by California Western University in cooperation with the Department of Education, San Diego County. Pasco, Washington: R. Wallace Pischel, Inc., 1967.

Major speeches: John I. Goodlad, "Perspective on Individualized Instruction"; Newton Metfessel, "Psychological Perspectives on Individualized Instruction"; Jimmy E. Nations, "Individualization: A Realistic Approach"; and W. Ballentine Henley, "Individualization, Excellence and Achievement." Notes on section meetings dealing with various phases of individual instruction.

Lee, Dorris M. **Diagnostic Teaching.** Washington, D. C.: National Education Association, Department of Elementary-Kindergarten-Nursery Education, 1966.

A pamphlet which emphasizes the uniqueness of each child, takes exception to practices ignoring this, and promotes the idea of self-directed learning. Offers suggestions for implementing these beliefs in various curriculum areas.

Lindvall, C. Mauritz and Bolvin, John O. **Individually Prescribed Instruction: The Oakleaf Project.** Working Paper 8. Pittsburgh: University of Pittsburgh, Learning Research and Development Center, 1966.

Describes a program in which the major goal is to permit pupils to proceed through a sequential set of objectives for a given subject at a pace determined by individual ability and interest.

Lippitt, Ronald; Fox, Robert; et al. **Understanding Classroom Social Relations and Learning.** Chicago: Science Research Associates (259 E. Erie St., Chicago 60611), 1966.

Examines the theories and research findings on which three useful booklets are based: **Problem Solving to Improve Classroom Learning, Diagnosing Classroom Learning Environments,** and **Role-Playing Methods in the Classroom.**

Macdonald, James B. "The Person in the Curriculum." **Precedents and Promise in the Curriculum Field,** Ed. by Helen F. Robison. New York: Bureau of Publications, Teachers College Press, Columbia University, 1966, pp. 38-52.

Moustakas, Clark. **The Authentic Teacher; Sensitivity and Awareness in the Classroom.** Cambridge, Mass.: Howard A. Doyle Publishing Co., 1966.

Promotes the dignity of the child, openness by the teacher, honesty in interpersonal encounters. Freedom, the capacity to choose, and responsibility are stressed.

National Education Association, Project on the Instruction Program of the Public School. **Planning and Organizing for Teaching** by John I. Goodlad. (One of the major reports of the project). Washington, D. C.: the Association, 1963.

Data on "individual differences" permeate this entire volume, but pp. 9-16 set down guiding values and propositions about learners which are particularly helpful. "Inter-individual differences" are delineated as distinct from "intraindividual differences." Chapter 3 discusses a model for learner-centered, nongraded school organization.

National Society for the Study of Education. **The Changing American School.** 65th Yearbook, Part II, Ed. by John I. Goodlad. Chicago: the Society, 1966.

Describes and analyzes selected educational changes, relating such changes to societal forces of the past decade. Goodlad authors Chapter 2, "The Curriculum." Chapter 5, "School Organization," by Glen Heathers, examines nongrading and team teaching as examples of change. Instructional resources, the teacher, the schoolhouse in transition are also treated.

_____. **Individualizing Instruction.** 61st Yearbook, Part I, Ed. by Nelson B. Henry. Chicago: University of Chicago Press, 1962.

The definitive work offers a comprehensive look at what individualized instruction entails. Discusses "Conditions tending to encourage or suppress individual differences," such as biology, society, the school, the curriculum, and the teacher. Gives illustrations of individual differences at various age levels and current school practices for individualizing instruction. John I. Goodlad has a helpful chapter on individual differences and vertical organization of the school.

Neill, A. S. **Freedom—Not License!** New York: Hart Publishing Co., Inc., 1966.

Further explanation of the philosophy set forth in **Summerhill**—every child is entitled to freedom; an excess of freedom constitutes license. Explains how and where the line is drawn between these two in anti-life attitudes, school, sex, childhood, adolescence, and adulthood.

Parker, Don H. **Schooling for Individual Excellence.** Camden, N. J.: Thomas Nelson & Sons, 1963.

Chapters 16 through 20 deal with the problems of providing instruction suitable for children who differ widely in performance levels. Helpful bibliography is included.

Research for Better Schools, Inc. **Individually Prescribed Instruction.** Philadelphia: the Corporation, (121 South Broad St., Philadelphia 19107), 1966.

Illustrated booklet describing background and program of the Learning Research and Development Center at Pittsburgh, types of diagnostic instruments used, and evaluation process. Answers general questions about IPI.

Richardson, Elwyn S. **In the Early World.** Wellington, N. Z.: New Zealand Council of Educational Research (22 Brandon St., Wellington, N. Z.), 1964.

Records an eight-year experiment in Oruaiti, New Zealand, where each classroom was allowed to "uniquely express its own mode of co-operative individualism." Many illustrations of children's work.

Rogers, Carl. "Learning to be Free." **Conflict and Creativity: Control of the Mind** by F. M. Barber and R. H. Wilson. New York: McGraw-Hill Book Co., 1963, pp. 268-288.

Russell, James E. **Change and Challenge in American Education.** Boston: Houghton Mifflin Co., 1965.

Sees the shift in the philosophical and social context of the 20th Century as a challenge to educators which requires us to make new responses. The response in elementary education, as the author sees it, is of utmost importance since he feels "the elementary school has the most intense impact of any school in our educational system." It can establish effective contact with each child, give individual attention, seek greater intellectual resources for individual study, motivate its pupils to learn, and develop the child's ability to think.

Thelen, Herbert A. et al. **Classroom Grouping for Teachability.** New York: John Wiley & Sons, 1967.

"How can the resources of teachers and students be utilized more effectively for educational purposes in the classroom?" The rationale, procedure, and results of a three-year research investigation of this question are reported here. Stresses the value of student-teacher communication and compatibility grouping.

Thomas, R. Murray and Thomas, Shirley M. **Individual Differences in the Classroom.** New York: David McKay Co., 1965.

Focuses on intellectual differences, differences in specialized abilities, and psychophysical differences. Treats these aspects of students' personalities in a practical manner, offering suggestions to teachers about specific methods, materials, and classroom organization.

Torrance, E. Paul and Strom, R. D., eds. **Mental Health and Achievement.** New York: John Wiley & Sons, 1965.

Responses of more than 30 authors requested to address themselves to topics concerning personal development. Torrance's chapter, "Different Ways of Learning for Different Kinds of Children," will assist school personnel, parents, and community leaders in the improvement of their roles.

Wallach, Michael A. and Kogan, Nathan. **Modes of Thinking in Young Children.** New York: Holt, Rinehart and Winston, Inc., 1965.

A careful study showing that creativity is independent of general intelligence. It advances our understanding of differences among children as they affect behavior in the school environment. Categorizing and conceptualization, sensitivity to physiognomic properties, and the role of anxiety and defensiveness are examined closely as the variables relating to intelligence and creativity jointly. Concludes with implications for education, proposing cognitive enterprises free from connections with the stress of academic evaluation such as grades and competitive procedures.

Washburne, Carleton W. and Marland, Sidney P., Jr. **Winnetka: The History and Significance of an Educational Experiment.** Englewood Cliffs, N. J.: Prentice-Hall, 1963.

Describes individualized self-instruction in Winnetka, Illinois, schools of forty years ago: an educational plan calling for construction of instructional materials that the child could handle without direct intervention of teachers, self-evaluation, and collective responsibility.

Yeomans, Edward. **Education for Initiative and Responsibility.** Boston: National Association of Independent Schools (4 Liberty Square, Boston 02109), 1967.

Describes the "integrated day," an outgrowth of the Leicestershire, England, infant schools (children of 5-7). Records a day's events and a visitor's reflections. Discusses vertical grouping and necessary equipment. A break from tradition demonstrating a provocative strategy for educational communities.

Young, Milton A. **Teaching Children with Special Learning Needs: A Problem Solving Approach.** New York: John Day Co., 1967.

Chapter 3, "Individual Evaluation: The Key to Effective Planning," presents the practical aspects of evaluation with guidelines, suggestions, and instruments. Chapter 6 suggests activities and practices for overcoming individual or group learning problems.

Younie, William J. **Instructional Approaches to Slow Learning.** New York: Bureau of Publications, Teachers College Press, Columbia University, 1967.

Practical help in connection with a wide range of subject matter areas covering the elementary and secondary levels. Discusses the approaches of educational innovations. Two appendices contain annotated lists of teaching materials for use with slow learners and a basic reference library for teachers.

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Danowski, Charles E. "Individualization of Instruction: A Functional Definition." **IAR—Research Bulletin,** 5: 1-5, February 1965.

Doll, Ronald C. "Fostering Student Individuality in the Schools." **Education Digest,** 30: 8-11, May 1965.

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Durrell, Donald D. et al. "Adapting Instruction to the Learning Needs of Children in the Intermediate Grades." **Journal of Education**, 142: 1-78, December 1959.

Featherstone, Joseph. "Schools for Children." **New Republic**, 157: 17-21, August 19, 1967.

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Glatthorn, Allan A. and Ferderbar, J. E. "Independent Study—For All Students." **Phi Delta Kappan**, 47: 379-382, March 1966.

Goodlad, John I. "Nongraded Schools: Meeting Children Where They Are." **Saturday Review**, 48: 57-59, 72-74, March 20, 1965.

Herrick, Virgil E. "Curriculum Decisions and Provision for Individual Differences." **Elementary School Journal**, 62: 313-320, March 1962.

"Human Variability: The Insistent Element." **Educational Leadership**, Vol. 24, March 1967, entire issue.

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Lonsway, Francis A. "Focus on the Individual in School Administration." **NASSP Bulletin**, 49: 80-86, September 1965.

Miel, Alice. "Sequence in Learning." **Education Digest**, 32: 35-38, April, 1967.

Mukerji, Rose. "Roots in Early Childhood for Continuous Learning." **Childhood Education**, 42: 28-34, September 1965.

Parker, Don H. "When Should I Individualize Instruction?" **Grade Teacher**, 79: 66-67, 136-137; April 1962.

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Tomkins, Ellsworth. "Individual Differences in the 1960's—Their Implications for School Administrators." **NASSP Bulletin**, 46: 1-7, April 1962.

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Wolfson, Bernice J. "Individualization of Instruction." **Journal of the Reading Specialist,** 5: 45-53, December 1965.

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Part II. SUBJECT AREAS

READING

BOOKS AND PAMPHLETS

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Brogan, Peggy and Fox, L. K. **Helping Children Read.** New York: Holt, Rinehart and Winston, Inc., 1961.

Claremont Unified School District. **The Sycamore Instructional Program: A Nongraded Team Approach.** Claremont, Calif.: the District, 1967.

Darrow, Helen F. and Howes, Virgil M. **Approaches to Individualized Reading.** New York: Appleton-Century-Crofts, 1960.

Frazier, A. "Individualized Reading Program." **Conference On Reading.** Chicago: University of Chicago Press, 1961, pp. 57-74.

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Lee, Dorris M. and Allen, R. V. **Learning to Read Through Experience.** 2nd ed. New York: Appleton-Century-Crofts, 1965.

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Veatch, Jeannette with Acinapuro, Philip J. **Reading in the Elementary School.** New York: Ronald Press Co., 1966.

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Can Individualization Work in Your School System?
Part I. 41 min. John I. Goodlad, narrator.

How Can You Make Individualization Work in Your School System?
Part II. 35 min. Madeline Hunter, narrator.

Why Are Team Teaching and Nongrading Important?
Part III. 49 min. John I. Goodlad, narrator.

How Can You Apply Team Teaching and Nongrading to Your School?
Part IV. 35 min. Madeline Hunter, narrator.

How Can the Curriculum for Individualized Education be Determined?
Part V. 35 min. John I. Goodlad, narrator.

Let Them Learn. 27 min., 16 mm, color. The story of **Project Discovery** produced by Encyclopaedia Britannica Educational Corporation, Public Relations Dept., 425 N. Michigan Avenue, Chicago, Ill. 60611.

Make a Mighty Reach. 45 min., 16 mm, color. Depicts innovation in schools throughout the U. S. Distributed by |I|D|E|A|, Box 446, Melbourne, Florida 32901.

More Different Than Alike. 35 min., 16 mm, color. Shows schools in initial attempts to individualize instruction. National Education Association, National Commission on Teacher Education and Professional Standards, 1201 Sixteenth St., N. W., Washington, D. C. 20036.

My Name is Children. 60 min., 16 mm, b&w A National Educational Television presentation. Indiana University, Bloomington, Indiana 47401.

Project Plan. 30 min., 16 mm, b&w. Presents the viewpoints of the Program for Learning in Accordance with Needs' (PLAN) founder, Dr. John C. Flanagan, and his associates at the American Institutes for Research, Palo Alto, California. Far West Laboratory for Educational Research and Development, 1 Garden Circle, Hotel Claremont, Berkeley, California 94705.

The Quiet Revolution. 28 min., 16 mm, color. Concerns teacher aids and other reforms. National Education Association, National Commission on Teacher Education and Professional Standards, 1201 Sixteenth St., N. W., Washington, D. C. 20036.

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